

A000000496

Student Name: Charles B. [REDACTED]

Individualized Education Program

IL GOALS AND OBJECTIVES: (Use as many copies of this page as needed to plan appropriately)

MEASURABLE ANNUAL GOAL:

Evan will use appropriate behavior within the school setting.

SHORT TERM OBJECTIVE/BENCHMARK	EXPECTED LEVEL OF ACHIEVEMENT	METHOD OF EVALUATION
Will be on time to class.	80%	behavior report daily
Will use appropriate language when speaking to peers and adults.	80%	behavior report daily

REPORT OF PROGRESS ON ANNUAL GOALS

How progress will be measured: Daily behavior charts all teachers must signHow progress will be reported: Quarterly progress reports

1 ST	2 ND	3 RD	4 TH	OTHER IF APPLICABLE

MEASURABLE ANNUAL GOAL:

Evan will use appropriate behavior within the school setting.

SHORT TERM OBJECTIVE/BENCHMARK	EXPECTED LEVEL OF ACHIEVEMENT	METHOD OF EVALUATION
Will stay in seat during class.	80%	daily behavior reports
Will follow directions.	80%	daily behavior reports
Will complete work in a timely manner	80%	daily behavior reports

REPORT OF PROGRESS ON ANNUAL GOALS

How progress will be measured: Daily behavior reports filled out by teachersHow progress will be reported: quarterly progress reports

1 ST	2 ND	3 RD	4 TH	OTHER IF APPLICABLE

NOTE: Specially designed instruction may be listed with each goal/objective and/or listed in section IV.

Revised 9/2001

A000000497

Student Name: C. [REDACTED]

Individualized Education Program

III. GOALS AND OBJECTIVES: *(Use as many copies of this page as needed to plan appropriately)*

MEASURABLE ANNUAL GOAL:

Improve fluency and comprehension in reading.

SHORT TERM OBJECTIVE/BENCHMARK	EXPECTED LEVEL OF ACHIEVEMENT	METHOD OF EVALUATION
1. Increase use/ knowledge of phonics, word analysis (eg. root words, prefixes, suffixes) syllabication, picture and clues to decode/understand new words.	80%	Compass Reports CBA, Oral Reading exams, assignments

REPORT OF PROGRESS ON ANNUAL GOALS

How progress will be measured: Compass Reports, Oral Reading Rubrics, Exams, CBAHow progress will be reported: Report Cards, Goal Progress Reports

1 ST	2 ND	3 RD	4 TH	OTHER IF APPLICABLE

MEASURABLE ANNUAL GOAL:

Improve fluency and comprehension in reading.

SHORT TERM OBJECTIVE/BENCHMARK	EXPECTED LEVEL OF ACHIEVEMENT	METHOD OF EVALUATION
2. Identify main idea, relevant details and different story elements within a passage.	80%	Compass Reports
3. Use context clues, make inferences, draw conclusion		Exams, assignments CBA, oral reading

REPORT OF PROGRESS ON ANNUAL GOALS

How progress will be measured: Compass Reports, Oral Reading Rubric, Exams, CBAHow progress will be reported: Report Cards, Goal Progress Report

1 ST	2 ND	3 RD	4 TH	OTHER IF APPLICABLE

NOTE: Specially designed instruction may be listed with each goal/objective and/or listed in section IV.

Revised 9/2001

A000000498

Student Name: Ch[redacted] B: [redacted]

Individualized Education Program

III. GOALS AND OBJECTIVES: (Use as many copies of this page as needed to plan appropriately)

MEASURABLE ANNUAL GOAL:

Improve skills and increase knowledge in the areas of life and environmental science.

SHORT TERM OBJECTIVE/BENCHMARK	EXPECTED LEVEL OF ACHIEVEMENT	METHOD OF EVALUATION
Recognize and use the elements of scientific inquiry to solve problems (scientific method).	80%	class projects
2. Identify changes in living things overtime.	80%	observations
		assignments, tests

REPORT OF PROGRESS ON ANNUAL GOALS

How progress will be measured: project rubrics, observations, project presentations, testsHow progress will be reported: Report cards and Goal Progress Reports

1 ST	2 ND	3 RD	4 TH	OTHER IF APPLICABLE

MEASURABLE ANNUAL GOAL:

Improve skills and increase knowledge in the areas of life and environmental science.

SHORT TERM OBJECTIVE/BENCHMARK	EXPECTED LEVEL OF ACHIEVEMENT	METHOD OF EVALUATION
3. Identify the similarities and differences of living things.	80%	tests, observations
		class assignments

REPORT OF PROGRESS ON ANNUAL GOALS

How progress will be measured: Teacher made tests, rubrics, observations, chapter testsHow progress will be reported: Report cards, goal progress reports

1 ST	2 ND	3 RD	4 TH	OTHER IF APPLICABLE

NOTE: Specially designed instruction may be listed with each goal/objective and/or listed in section IV.

A000000499

Student Name: C. [REDACTED]

Individualized Education Program

III. GOALS AND OBJECTIVES: *(Use as many copies of this page as needed to plan appropriately)*

MEASURABLE ANNUAL GOAL:

Read and understand works of literature.

SHORT TERM OBJECTIVE/BENCHMARK	EXPECTED LEVEL OF ACHIEVEMENT	METHOD OF EVALUATION
Identify literary elements in stories describing characters, setting and plot.	80%	tests, class assignments
		class projects

REPORT OF PROGRESS ON ANNUAL GOALS

How progress will be measured: Exams, class projects, class assignmentsHow progress will be reported: Report cards and goal progress reports

1 ST	2 ND	3 RD	4 TH	OTHER IF APPLICABLE

MEASURABLE ANNUAL GOAL:

Use media for learning purposes.

SHORT TERM OBJECTIVE/BENCHMARK	EXPECTED LEVEL OF ACHIEVEMENT	METHOD OF EVALUATION
Explain the importance of media in society.	80%	Newspaper projects,
Identify the different parts of the newspaper,	80%	Newspaper projects,
understand different types of news features.		tests

REPORT OF PROGRESS ON ANNUAL GOALS

How progress will be measured: Review of newspaper activities, publication of newspaperHow progress will be reported: Report cards, goal progress reports

1 ST	2 ND	3 RD	4 TH	OTHER IF APPLICABLE

NOTE: Specially designed instruction may be listed with each goal/objective and/or listed in section IV.

Revised 9/2001

A000000500

Student Name: C/ [REDACTED] B: [REDACTED]

Individualized Education Program

III. GOALS AND OBJECTIVES: (Use as many copies of this page as needed to plan appropriately)

MEASURABLE ANNUAL GOAL:

Identify important historical facts that have impacted the world geographically, politically and culturally.

SHORT TERM OBJECTIVE/BENCHMARK	EXPECTED LEVEL OF ACHIEVEMENT	METHOD OF EVALUATION
Identify important people in history that helped America into a world leader.	80%	tests, class assignments
		class projects

REPORT OF PROGRESS ON ANNUAL GOALS

How progress will be measured: tests, class assignments, class projects

How progress will be reported: report cards, goal progress reports

1 ST	2 ND	3 RD	4 TH	OTHER IF APPLICABLE

MEASURABLE ANNUAL GOAL:

Identify important historical facts that have impacted the world geographically, politically and culturally.

SHORT TERM OBJECTIVE/BENCHMARK	EXPECTED LEVEL OF ACHIEVEMENT	METHOD OF EVALUATION
Identify characteristics and purposes of different geographic representatives (maps, globes, diagraphs)	80%	tests, class assignments
Identify documents of the USA government	80%	class projects
		tests, class assignments

REPORT OF PROGRESS ON ANNUAL GOALS

How progress will be measured: tests, class assignments, class projects

How progress will be reported: report cards, progress reports

1 ST	2 ND	3 RD	4 TH	OTHER IF APPLICABLE

NOTE: Specially designed instruction may be listed with each goal/objective and/or listed in section IV.

Revised 9/2001

A000000501

Student Name: C. B. [REDACTED]

Individualized Education Program

III. GOALS AND OBJECTIVES: (Use as many copies of this page as needed to plan appropriately)

MEASURABLE ANNUAL GOAL:

Will use the writing process of prewriting, drafting, revising, editing and publishing to write narrative, descriptive and informative paragraphs as well as practical English skills for everyday life.

SHORT TERM OBJECTIVE/BENCHMARK	EXPECTED LEVEL OF ACHIEVEMENT	METHOD OF EVALUATION
Write using complete sentences, proper capitalization, punctuation, grammar and spelling.	80%	CBA, exams, teacher observation
		class assignments

REPORT OF PROGRESS ON ANNUAL GOALS

How progress will be measured: CBA, exams, observations, work samplesHow progress will be reported: Report cards, goal progress reports

1 ST	2 ND	3 RD	4 TH	OTHER IF APPLICABLE

MEASURABLE ANNUAL GOAL:

Will use the writing process of prewriting, drafting, revising, editing and publishing to write narrative, descriptive and informative paragraphs as well as practical English skills for everyday life.

SHORT TERM OBJECTIVE/BENCHMARK	EXPECTED LEVEL OF ACHIEVEMENT	METHOD OF EVALUATION
Use grammar and effective word choice.	80%	tests, observations
Will identify parts of speech (nouns, pronouns, verbs, adjectives and adverbs.	80%	tests, class assignments

REPORT OF PROGRESS ON ANNUAL GOALS

How progress will be measured: Teacher made exams, review of class assignmentsHow progress will be reported: Report cards, goal progress reports

1 ST	2 ND	3 RD	4 TH	OTHER IF APPLICABLE

NOTE: Specially designed instruction may be listed with each goal/objective and/or listed in section IV.

A000000502

Student Name: **CL B**
 Individualized Education Program

IV. SPECIAL EDUCATION/RELATED SERVICES:

A. PROGRAM MODIFICATION AND SPECIALLY DESIGNED INSTRUCTION: (*Specially designed instruction may be listed with each goal/objectives.*)

Charles will receive computer aided instruction, study guides, outlines, models of good works, Examples provided by the teacher, redirection and refocusing, breaking down tasks to smaller units, highlighting key events and topics, one-on-one instruction. Collaboration between special education and related regular teachers to make modifications to instructions, assignments, and evaluations. Small group instructions.

B. RELATED SERVICES: List the services that the student needs in order to benefit from or access his/her special education program:

Service	Location	Projected* Beginning Date	Frequency	Anticipated* Duration
rPsychological			as recommended by psychologist every 2 years	
Nursing			as prescribed by physician	

**Include only if differs from IEP beginning and/or duration dates.*

C. SUPPORTS FOR SCHOOL PERSONNEL RELATED TO STUDENT'S NEEDS:

Support will be provided by adapting tests, tutoring, using the computer for writing assignments, and breaking down the chapters in the curriculum textbooks. Talk with school behavior therapist when he has inappropriate behavior in class.

D. EXTENDED SCHOOL YEAR The IEP Team has discussed and considered ESY services, and determined that:

Charles is not in need of ESY programming..

A000000503

Student Name: C. B.
Individualized Education Program

V. PARTICIPATION IN STATE AND DISTRICT-WIDE ASSESSMENTS

STUDENT PARTICIPATION - STATE ASSESSMENTS

This section applies to student's age/grade eligible for the PSSA/PASA
(Reading, Math-grades 5, 8, 11; Writing-grades 6, 9, 11)

☐ Student will participate in the PSSA without accommodations.

OR

☒ Student will participate in the PSSA with the following accommodations:
PSSA Reading (grades 5, 8, 11) longer test time, insure that student if marking correct spaces
PSSA Math (grades 5, 8, 11) separate room for testing
PSSA Writing (grades 6, 9, 11) _____

OR

☐ Student will participate in the Pennsylvania Alternate System of Assessment (PASA). (Effective beginning the 2000-01 school year, the alternate assessment in Pennsylvania is PASA).

If the IEP Team has determined it is not appropriate for the student to participate in the PSSA, the team must explain why the PSSA is not appropriate:

Choose how the student's performance on the PASA will be documented:

- ☐ Videotape (which will be kept confidential as all other school records)
- ☐ Written Narrative (which will be kept confidential as all other school records)

STUDENT PARTICIPATION - DISTRICT ASSESSMENTS

☐ Student will participate in the District assessments without accommodations.

OR

☒ Student will participate in the District assessments with the following accommodations:
Test given at instructional level, smaller class
extended test time, portions of the test orally read
when applicable.

OR

☐ If the IEP Team has determined that it is not appropriate for the student to participate in the district-wide assessment they must explain why the assessment is not appropriate for the student and how the student will be assessed.

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Student Name: C. B.
 Individualized Education Program

VI. LEAST RESTRICTIVE ENVIRONMENT (LRE)

EDUCATIONAL PLACEMENT (Type of Service, Type of Support, ex: Full-time learning support)
Part time Learning Support

Explanation of the extent, if any, the student will not participate with non-disabled children in the regular class and in the general education curriculum:

Charles will receive Learning Support services for Reading, Math, Science, Social Studies, English. He will take regular related classes.

Percentage of time the student receives special education outside of the regular education classroom:
 NOTE: If a special education teacher "pushes in" to provide direct service to special education students in a regular classroom it should be included in this percentage.

☐ Less than 21% outside of the regular education classroom

☐ 21-60% outside of the regular education classroom

☒ 61% or more outside of the regular education classroom

List exact percentage of service -i.e. LS 40, PT 3, Speech 2 Learning Support 54.4%

Location of Program: Strong Vincent (School)

VII. TRANSITION PLANNING

1. Will the student be 14 years of age or older during the term of this IEP?

☐ No - (Not necessary to complete this Section)

☒ Yes - Team must address the student's courses of study and how the course of study applies to components of the IEP.

Student's course of study:

Academic

2. Will the student be 16 years of age or older during the term of this IEP or is the student younger and in need of transition services as determined by the IEP Team?

☒ No - (Not necessary to complete this Section)

☐ Yes - Team must address and complete this Section

A000000505

Student Name: Charles B. [REDACTED] N/A
 Individualized Education Program

- A. **DESIRED POST-SCHOOL OUTCOMES:** Define and project the desired post-school outcomes as identified by the student, parent and IEP team in the following areas. State how the services will be provided and person(s) responsible for coordinating these services.

SERVICE	HOW SERVICE IS PROVIDED	PERSON RESPONSIBLE
Post Secondary Education/Training		
Employment		
Community Living		
a) Residential		
b) Participation		
c) Recreational		

B. STATEMENT OF COORDINATED TRANSITIONAL SERVICES AND ACTIVITIES NEEDED TO SUPPORT DESIRED POST-SCHOOL OUTCOMES:

(The instructional areas should support the desired post-school outcomes for the student. Examples such as Instruction and Related Services, Community Experiences, Acquisition of Daily Living Skills, Functional Vocational Education, and Adult Living may appear as annual goals, short-term instructional objectives or benchmarks, and/or specially designed instruction based on the student's needs.)

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Student Name: C [REDACTED]
Individualized Education Program

N/A

C. LINKAGES

List the agencies, which may provide services/support (before the student leaves the school setting):

Agency Name _____ Phone Number _____

Responsibilities/Linkages _____

Agency Name _____ Phone Number _____

Responsibilities/Linkages _____

Agency Name _____ Phone Number _____

Responsibilities/Linkages _____

HS-J-T

Student: B C [REDACTED]
Student's I.D.#: _____

A000000507

School: SV
226 8
Home Room Grade
Phone Date of Birth E *
and card years

Last Name First Name Middle Initial
Home Address:

Parent or Guardian's Name

Previous Classification

Person Classification																															DAYS ABSENT			
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	EX	UNEX	UNL
Aug																																		
Sept.											P	X	X	X				P	P	P	X	X			X	P	X							
Oct					X			X	P	P	X	X				X	X	X	X	X			X	X	X	X			X	X	P			
Nov	X	X			P	X	X	X	X					X	P	P				P	P	P							P	X	X	P		
Dec																	X	P	X	X	X													
Jan.		X	X	X				P	P	P	X	X			X																			
Feb																																		
Mar.																																		
Apr.																																		
May																																		
June																																		

Symbols: Excused Absence (O) Unexcused Absence (⊖) Unlawful Absence (⊕)
Use reverse side for absences excuse data and comments. Days attended: _____ Days Belonged: _____

TOTAL

TOTALS FOR YEAR

C [REDACTED]

3 ATT. 9/10
+ 2 + 2

PRES.: 9/10, 13, 17, 18, 19, 25
ABS.: 9/12, 14, 20, 21, 24, 26

3 ATT. 10/5
+ 1 + 5 + 1

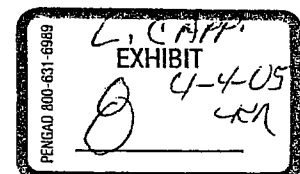
PRES: 10/9, 10, 31, 15, 11/15, 16, 11/19

ABS: 10/5, 8, 11, 12, 16, 17, 19, 10/19, 23, 24, 25, 26, 29

4 ATT. 12/17
+ 1 + 1

PRES: 12/18, 17, 18, 19

ABS: 12/17, 19, 20, 21, 24, 25, 11/3, 11/4, 11/10, 11/11, 14



ID NUMBER, YEAR OR <ALL> [, FORM NUMBER]

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943020, 0001

A000000508

43020 L [REDACTED] K [REDACTED] L

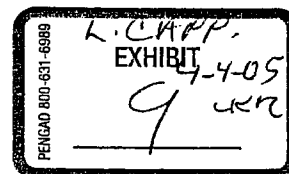
ERIE

PA

ST APT-2FL
16503

CURRENT: SCH-994 GR-09 HR-L
PHONE: 455-0282 DOB- [REDACTED] 89
PARENT: DENISE
COUNSELOR:

*** NO SUSPENSION INFORMATION ON FILE ***



E 000000253

) NUMBER, YEAR OR <ALL> [, FORM NUMBER]

:IIII,YYYY [,FFFFF]

13020,0102

A000000509

13020 L [REDACTED] K [REDACTED] L
[REDACTED] ST APT-2FL
ERIE PA 16503

CURRENT: SCH-994 GR-09 HR-L
PHONE: [REDACTED] DOB-0 [REDACTED] 89
PARENT: DENISE
COUNSELOR:

. -SCHOOL YEAR

FORM - 25118 IN SCHOOL SUSPENSION FOR (34) AGITATION

SUSPENSION: SCH-502 STRONG VINCENT H.S. GR-07 HR-0208

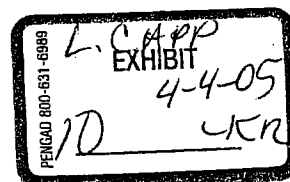
DAYS: 10/26,29,30

FORM - 26706 SATURDAY SUSPENSION FOR (05) SKIPPING DETENTION

SUSPENSION: SCH-502 STRONG VINCENT H.S. GR-07 HR-0208

DAYS: 12/08

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A000000510

PASS/SATURDAY DETENTION
NON-ATTENDANCE DAYS 2000-01

MONTH	PASS	SATURDAY DETENTION
SEPTEMBER	3 – Labor Day	1 – Labor Day Weekend
OCTOBER	15 – Teacher In Service	
NOVEMBER	12 – Parent Conference Day#1 13 – Parent Conference Day #2 22, 23, 26 – Thanksgiving	24 – Thanksgiving Weekend
DECEMBER	24 thru January 1 – District Holiday	22 and 29 – District Holiday
JANUARY	1 District Holiday 18 – Recording Day 21 – Martin Luther King Day	19 – Mid-term
FEBRUARY	18 – Winter Break 19 – Teacher In Service	
MARCH	15 – Parent Conference Day #3 25 – Thru April 1 st Easter/Spring Break	23 and 30 – Easter/Spring Break
APRIL	1 Easter/Spring Break	
MAY	6 – Non Attendance Day for Students/Teachers 27 – Memorial Day	25 – Memorial Day Weekend
JUNE	5 – last day for PASS	1 – last day for Saturday Detention

L.C. APP
EXHIBIT
4-4-05
JCN

A000000511

PASS SIGN-IN SHEET

FRIDAY, OCTOBER 26, 2001

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PASS SIGN-IN SHEET

FRIDAY, OCTOBER 26, 2001

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21. WELLS, ANTIOUN

22. WOODWARD, SHANA

SATURDAY DETENTIONS:

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A000000514

PASS SIGN IN SHEET

10/29/01

CASE/LIPCHICK

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PASS SIGN IN SHEET
10/29/01
CASE/LIPCHICK

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SATURDAY: ~

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WE ARE STRONG VINCENT!!!

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PETS/DRAPS
10/30/01**

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33. P. , R [REDACTED] R [REDACTED]

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(39)

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11/27/01
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12/07/01
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SATURDAY:

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WE ARE STRONG VINCENT!!!

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**PASS SIGN IN SHEET
PETS/BEHAN**

12/10

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SATURDAY:

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SATURDAY:

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PASS SIGN IN SHEET
12/11/01
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12/11/01
TATTERSALL/LIPCHICK

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PASS SIGN IN SHEET
12/12/01
CASE/LIPCHICK

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SATURDAY:

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WE ARE STRONG VINCENT!!!

A000000532
PASS SIGN IN SHEET
12/14/01
BEHAN/DONCH

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PASS SIGN IN SHEET
12/14/01
BEHAN/DONCH

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- 16.
- 17.
18. P [REDACTED], R [REDACTED]
- 19.
- 20.
- 21.

A000000534

22.

23.

a

24.

25.

=

26.

SATURDAY:

1.

2.

3.

4.

5.

WE ARE STRONG VINCENT!!!

A000000535
PASS SIGN IN SHEET
12/17/01
PETS/CHASE
Orion

- 1.
2. B. , C [REDACTED]
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.
- 11.
- 12.
13. K. , A [REDACTED]
- 14.
- 15.
- 16.
- 17.
18. P. , R [REDACTED]
- 19.
- 20.

A000000536
PASS SIGN IN SHEET
12/17/01
PETS/CHASE

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.
- 11.
- 12.
- 13.
- 14.
- 15.
- 16.
- 17.
18. P [REDACTED], R [REDACTED]
- 19.
- 20.

21.

A000000537

22.

23.

24.

25.

26.

SATURDAY:

1.

2.

3.

4.

5.

WE ARE STRONG VINCENT!!!

A000000538
PASS SIGN IN SHEET

12/18/01

PETS/TATTERSALL / BUFALINO

1.

2.

3.

4. B

, C [REDACTED] C [REDACTED] B.

5.

6.

7.

8.

9.

10.

11.

12.

13.

14.

15.

16.

17.

18.

19.

20.

21. K

, A [REDACTED]

A000000539

22.

23.

24. L [REDACTED] K [REDACTED] K [REDACTED] L [REDACTED]

25.

26.

27.

28.

29.

30.

31. P [REDACTED] Y, R [REDACTED]

32.

33.

34.

35.

36.

37.

38.

39.

40.

SATURDAY:

1.

2.

3.

E 000000074

22.

A000000540

23.

24.

25.

26.

27.

28.

29.

30.

31. P:

, R. [REDACTED]

32.

33.

34.

35.

36.

37.

38.

39.

40.

SATURDAY:

1.

2.

3.

A000000541

PASS SIGN IN SHEET
12/19/01
BEHAN/DILLON

- 1.
- 2.
- 3.
- 4.
5. B , C [REDACTED]
- 6.
- 7.
- 8.
- 9.
- 10.
- 11.
- 12.
- 13.
- 14.
- 15.
- 16.
- 17.
- 18.
- 19.
- 20.

E 000000075

21.

A000000542

22. K

, A [REDACTED] A [REDACTED]

23.

24.

25. I

, K [REDACTED]

26.

27.

28.

29.

30.

31.

32. P:

, R [REDACTED]

33.

34.

35.

36.

37.

38.

39.

40.

41.

SATURDAY:

1.

E 000000076

21.

A000000543

22.

23.

24.

25. L [REDACTED], K [REDACTED]

26.

27.

28.

29.

30.

31.

32. P [REDACTED], R [REDACTED]

33

34

35

36

37

38

39

40

4

S

I

A000000544

- 2.
- 3.
- 4.
- 5.

WE ARE STRONG VINCENT!!!

A000000545

1

PASS SIGN IN SHEET
12/20/01
CASE/DONCH

1.

2.

No Call — ~~1~~

4.

absent 5.
from 6.
PASS 7.

B

C [REDACTED]

C [REDACTED] B.

walked out
4:15

8.

9.

10.

11.

12.

13.

Call — ~~14~~

15.

Call — ~~16~~

17.

18.

19.

20. K

A [REDACTED] A [REDACTED]

21.

E 000000078